DOCUMENT RESUME

ED 424 219 SP 038 188

AUTHOR Robinson, Gary W.
TITLE New Teacher Induction: A Study of Selected New Teacher Induction Models and Common Practices.
PUB DATE 1998-10-00
NOTE 21p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 14-17, 1998).
PUB TYPE Reports - Research (143) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Administrator Role; *Beginning Teacher Induction; *Beginning Teachers; Elementary Secondary Education; Faculty Development; Higher Education; Mentors; Preservice Teacher Education; Principals; School Culture; State Programs; Teacher Competencies; Teaching Experience
IDENTIFIERS *Teacher Socialization

ABSTRACT

This paper provides a rationale for the importance of new teacher induction. Data come from an examination of relevant studies and of local, national, and international induction practices. Successful induction practices (1) help new employees settle into their environment, (2) help them understand their responsibilities, and (3) ensure that the organization receives the benefits of well-trained, highly motivated employees as quickly as possible. This often involves many workplaces using a peer coach for the first few weeks. The paper then suggests that school administrators must also develop procedures for familiarizing new staff with the school's culture, climate, and values. The paper then presents several components to induction. The first component is the preservice experience. This is followed by four other components: orientation, actually stepping into the classroom, mentoring, and review and evaluation. The paper provides information from research on the following: first-year teachers' perceptions, the benefits of effective induction programs, and state-legislated developments. It examines four teacher induction models that possess certain common components. It also offers one administrator's experience with beginning teacher induction. Three appendixes provide: a sample new employee orientation/induction process; data on teachers' perceptions of beginning teacher needs; and a chart listing findings from five major surveys of state new teacher induction programs. (Contains 22 references.) (SM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 424 219

SP

New Teacher Induction:

A study of selected new teacher induction models and common practices

Presented at the Annual Meeting of the
Mid-Western Educational Research Association
Chicago, Illinois
October 14-17, 1998

Gary W. Robinson
Department of Educational Leadership
Teachers College 915
Ball State University
Muncie, IN 47306
(765) 285-8488
Fax: (765) 285-2166
E-mail: grob@indy.net

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

G. Robinson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SP038188

Abstract

The purpose of this presentation is to provide rationale for the importance of new teacher induction. Perspective is gained by considering orientation and mentoring programs in the educational setting. Methodology used for the study includes research and current practices. The data gathered from research, and from local, national, and international induction programs, will be assimilated as best practices for teacher induction. The conclusions of this study substantiate the need for strong professional development programs during the initial stages of one's teaching experience. The educational importance of new teacher induction programs is critical for school administrators and supervisors. The induction process, a component of staff development, impacts a number of school improvement issues including individual teacher performance, teacher retention, overall student success, and school climate.

A Study of Selected New Teacher Induction Models and Common Practices

The first year of teaching is difficult. New teachers recognize that each year. The most difficult part of the first-year *induction* process is not by having communicated the tangible procedures, but rather not communicating the morass of undocumented rules and attitudes that comprise institutional culture. (Gregory, 1998) During this induction phase, employers and employees begin relationships that are of fundamental importance in setting standards and behavioral patterns. Induction requires "far more than just a traditional 'information dump' if it is to be successful. (Gregory, 1998, p. 17)

Successful induction practices have three main objectives: 1. to help new employees settle into their environment, 2. to help them understand their responsibilities, and 3. to ensure that the organization receives the benefits of a well-trained and highly motivated employee as quickly as possible. (Gregory, 1998) Toward this end, many workplaces appoint a "guide", "peer-coach", or "buddy" for the first few weeks. These identified individuals can be significantly more effective if they make a genuine commitment to the values of the institution and the wellbeing of the new teacher.

When considering the teacher induction process, it is important for one to delineate among the various components. For example, the "guides" are usually called *mentors* and beginning teachers are typically referred to as *novices*. This mentor-novice relationship is often the focal point of many state and local induction programs.

The induction process typically involves three common evolutionary stages: *preparation, orientation* and *practice*. Although these three stages have similar meanings in educational settings, they often have different connotations. The following "definition of terms" will delineate between these stages.

Definition of Terms

Induction is defined as "an exposure to something unknown; an act or *process* of inducting; an initial experience." (Mish, 1986, p. 815) In that sense, when interpreted broadly, induction experiences continue throughout one's entire life. In the teaching profession it incorporates all of the components; beginning with the preparation, continuing through orientation, and can last beyond the first year of practice.

Preparation is primarily concerned with the "act of making something ready for use or service." (Mish, 1986, p. 929) Teacher preparation, however, is largely concerned with the actual training of persons to enter the teaching profession. The bulk of preparation efforts occur in the collegiate and/or student teaching or practicum experiences. Occasionally, there are preparatory experiences that one enjoys in the job search and interviewing processes.

Orientation is the "direction . . . or introduction to an unfamiliar situation, an activity of a new kind; a *program* set up for the benefit of new employees." (Mish, 1986, p. 832) The orientation stage begins with the preservice experience and continues until the first day of teaching, where the actual practice stage of teaching begins.

Practice is defined as "skill gained by experience; the action or process of doing something; the exercise or pursuit of a profession or occupation; the business of a professional man." (Stein, 1966, p. 1128) This stage is critical, as "teaching is a complex and idiosyncratic process, developed over time in the context of a school environment." (Brock, 1997, p. 9) While the new teacher puts their knowledge and resources to use, various professionals can assist the novice new teacher and ease the transition into the new teaching environment.

This paper will address the actual induction into teaching events and experiences. As such, the orientation and practice stages will be the primary focus.

Implications

The induction process significantly impacts one's overall success during the beginning years of the teaching career and it can be an enormously challenging and stressful period. Often times, this is the first time that new teachers are expected to be in complete control of their classrooms, where they face the ever-changing demands of youth and parents, and they must continuously prepare every subject every day. Teachers must handle a myriad of challenges apart from direct instruction, including professional roles and responsibilities. (Sykes, 1996) To be successful, beginning teachers must meet these challenges with perseverance, hard work, and quality assistance from experienced teachers and administrators who are willing to provide and recognize extensive support for novice teachers during the first year or two of their teaching careers.

Successful beginnings are critical to teachers' overall careers. When novice teachers are deemed unsuccessful, everyone loses. Clearly, the success of first-year (novice) teachers is of concern to all. (Brock, 1997) Alan Fowler, as reported by Gregory (1998), believes that "employees are far more likely to resign during their first few months than at any subsequent time, particularly during times of high employment." (p. 16) This phenomenon can be largely attributed to employees having trouble "fitting in". Gregory (1998) asserts that "people often raise unrealistic expectations at the interview about pay rates, overtime and training, which allows disillusion to set in even sooner." (p. 17)

The most hopeful approach to improve education is to shift school improvement metaphors and to think about school improvement as a process simultaneously involves reculturing and *teacher development*. (Bullough, 1997) Improved schooling for youth will result only when schools are deemed to be better places for teachers to learn about teaching, and where more support of teachers' efforts exists to improve their professional practices and to enrich their overall lives.

The importance of induction is evident throughout all areas/aspects of education. Adult education programs have also incorporated induction as a component of the hiring and training processes. (Smith, 1992) Adult education practitioners report that orientation programs enable them to feel more connected with one another, which gives them more confidence in knowing that what they are doing in their classrooms and with various programs is effective. (Rebore, 1995)

Administrative Focus

The educational importance of new teacher induction programs is critical for school administrators and supervisors to understand. Since employees' initial sets of experiences have lasting impacts, individuals charged with induction experiences have increasingly important responsibilities in this era of school reform. The induction process, a component of staff development, directly links to a number of critical school improvement issues including individual teacher performance, teacher retention, overall student success, and school climate.

Each school has its own unique culture as does the community it in which it is located. The school's principal, the educational leader, is charged with the responsibility and task of educating the youth of the community. In order for principals to maximize teachers' effectiveness, it is imperative that they be adequately trained and be gradually immersed into the schools' climates and cultures.

No college classroom experience can match or supplant the experience one gains by personally stepping into a classroom and assuming responsibility for all that transpires. The initial teaching experiences an educator has are critical in his/her establishment of a firm foundation for quality instruction, effective classroom management, and development of appropriate human relations.

A teacher's success is directly related to the successes he/she fosters with students, especially during initial classroom experiences. School administrators must be cognizant of these dynamics and must foster and develop programs that maximize all of the school's personnel resources for the benefit of all the students who are served. Continuous supervision, nurturing, modeling, and monitoring are essential cornerstones of all new teacher induction and staff development programs.

The comprehensive manual in school administration titled, Principals for our Changing Schools, published by the National Policy Board for Educational Administration (Thomson, 1993), stresses the need for staff development and training. Thomas (1993) states that

> Staff development programs are effective only to the extent that faculty and staff put their new knowledge and skills to use. Mentoring, modeling, and coaching are an essential part of this process. When these roles are left unstructured, or when they are not a part of the school's culture, new knowledge and skills often fail to become incorporated. (p. 11-8, 9)

Induction and staff development require changes in individual and group knowledge, skills, and attitudes. As such, principals should develop procedures for familiarizing new employees with the school's culture, climate, and values; citing the necessity of all new staff members meshing in the school.

The Induction Process

Initial inquiries into teacher induction for this paper began with the study of three Indiana school corporation orientation/induction programs. Employees considered these programs to be well-planned and executed, and beneficial to beginning staff members. From these three programs, "best practices" were extracted to form a model program called the "Blue Ribbon School District New Employee Orientation/Induction". (Robinson, 1997, Appendix A) The Blue Ribbon model focuses on the orientation component of induction. Using this model, along with other models and practices in the literature, the following categories/phases emerged: preservice experience, orientation, getting started, mentoring, and review and evaluation.

Preservice Experience

The first impression new teachers receive of school is during the preservice experience. These first impressions, which infuse the staff, community, and school culture, impact the overall success of the induction processes and affect the teachers throughout their professional careers. It too often is the determining factor influencing longevity in the teaching profession.

The most common mistakes in inducting new employees often occur before the first day, so there are major advantages in providing advance induction materials and resources. This step serves to calm nerves, smooth the new workplace transition, and speeds the induction process by helping new employees to prepare for their new work environment and job-related responsibilities. (Gregory, 1998)

This preservice portion of the induction process encompasses a number of components. The process is generally initiated through contact with and exposure to the school system and community, typically occurring during the interview process. When prospective employees are given a thorough job description of the position for which they are applying, the induction

process has a solid foundation. The job interview itself can go a long way in making the interviewee feel the school community is professional and caring. (This can be further enhanced if the interviewer presents a caring and concerned persona and provides significant job-related information incorporating information about the school system and community itself.) Components of the preservice step often include:

- Communication(s) with various school officials and staff members,
- a tour of the facility/ies,
- receipt of new and pertinent information, and
- completion of required forms.

Orientation

The second induction component, orientation, (example, Appendix A) is commonplace in most school districts. Typically, these programs are brief, usually lasting from one-half to two days in duration and are the new teachers' first "hands on" experience. (Robbins, 1995) Traditionally, school corporations view the orientation phase as their "official" induction process. However, with increased state mandates and greater emphasis on school reform efforts, educational leaders have become increasingly cognizant that orientation is but only one part of the induction total process. Orientation programs typically include, and are usually limited to, such components as:

- *Day One* - formal program, introductions, luncheon, district tour.
- *Day Two* - novice/mentor meetings, staff luncheon, staff meetings, and classroom preparation.
- *Information Distribution* – teachers' packets, school handbooks, school and district policies, benefits, newsletters, school calendar, staff directories, and, when appropriate, union or professional information

Getting Started:

The third component of effective induction programs can be referred to as the "getting started" phase. This phase centers on stepping into the classroom. In a new teaching environment this can cover a broad range of emotions ranging from exhilarating to frightening. Teaching effectiveness is often framed in the areas of motivation, classroom management and discipline, instruction, and evaluation. (Elrod, 1991) From literature and best practices, there are four key areas that emerge for consideration during this phase:

1. *Subject Preparation:* As teachers begin preparation for initial instructional activities, their own college work, internships, and student teaching activities help them in their overall preparation and knowledge-base development. However, additional preparation is needed for the school's specific curriculum and unique offerings. All relevant materials need to be made available to aid the teacher in being adequately prepared and informed.
2. *Setting the Tone:* One of the most critical aspects of teaching is getting off to a good start. School administrators and mentors should convey and support the teacher in establishing a tone for learning and proper behavior in the classroom.
3. *Visibility:* Being out-and-about is important, but even being highly visible is not in itself adequate. Teachers need to be made aware of other ways to become familiar with the school and the community's cultures. An altruistic approach to school and community ventures and activities can be a powerful tool to learn the "lay of the land" *and* to get to know key individuals.

4. *Mentor Contact:* The main component of most formal induction processes is that of mentoring. This is examined in further detail in the next section of this paper.

Mentoring

The mentor is the *glue* that helps bind all the inner-workings of the teacher induction process together. It is also the one central *resource* for the new teacher. Other terms may be used to describe this relationship, such as "peer-coaches" or "buddies". The mentor is charged with the responsibility of facilitating positive growth and development of the new teacher. Teachers, by nature, are typically caring, people-centered individuals who are naturally led to act as mentors when formal programs do not exist. These informal mentors frequently volunteer to take new teachers under their wings and help as best they know how with the induction process.

To be effective, induction efforts designed to assist new teachers need to be conducted by applying a continual three-pronged approach that examines 1. the relationships between effective mentoring programs, 2. effective mentoring, and 3. effective teaching and learning at every level. The mentor is not a person who is not necessarily a model of most effective teaching practices with all the right answers; but, an experienced guide and helper. The image of the teacher is no longer that of an isolated professional struggling in their classroom on behalf of the students but of a team member on a collaborative journey. (Sweeny, 1998)

To maximize effectiveness, the mentorship contains three very important components:

1. Availability – being readily accessible,
2. Frequency – taking the initiative to be in contact regularly, and
3. Two-way communication – listening, giving input and advice.

Review and Evaluation

Staff development is at the heart of effective teacher induction programs. Beginning at the inception of an employee's initial experiences with a school corporation, the individual's development follows a course, which is often plotted by formal and/or informal designs. The "reflective" part of staff development serves to evaluate the overall process and renders recommendations for the individual's consideration for further growth and change. Though critical, this component is often overlooked or its value is underestimated. It is the "what works, and what doesn't work" part of the process.

Many programs divide the review and evaluation component into four parts. Assessment practices can follow any number of routes, and may encompass a myriad of practices from informal conversations to formal evaluations. The scope and regularity of the contact between mentors and novices will depend on the progress and needs of the new or less experienced teacher. The frequency of meetings typically breaks down along the following timeframes:

- First six weeks – daily;
- Remainder of the first semester – weekly;
- Second semester - weekly or monthly, as needed; and
- Second year – periodically, as needed.

First-Year Perceptions

Robbins and Alvy (1995) discuss the anxiety experienced by beginning teachers and veteran teachers who are new to a school. To help alleviate new teacher stress, the authors' suggestion analyzing classroom structure, classroom climate and procedures, disciplinary techniques, and the use of mentors. The mentor, in particular, is designated to help provide a sense of security and to facilitate a successful start.

In a study of first-year high school teachers from different settings, Zepeda and Ponticell (1996) found important commonalities in the teachers' first-year experiences. This study substantiates the notion that new teachers posses certain basic needs. These needs include establishment of relationships with students and staff; knowledge of routines and procedures; delivery of content and instruction; and ability to know and understand certain interrelated problems, which include curricular understanding, discipline issues, and disillusionment. Further, the authors stressed the importance of high quality teacher preparation when they stated

> With impending teacher shortages, the 'greying' of the profession, an increase in alternatively certified teachers, and a high attrition rate among first-year teachers, we must begin to think of preservice teacher preparation, student teaching or internship, and the first-year of teaching as a continuous learning experience. (p. 93)

In a study of 300 first-year teachers (Houston, 1990), novice (first-year) teachers were asked to rank 14 areas they perceived to be problems from the most (#1) important to the least (#14) important at the end of their first year of teaching. Similarly, the mentor teachers were asked to rank how they perceived the novice teachers' problems to be ranked. The primary problems viewed by the first-year teacher (novice) and their supervisor (mentor) are closely aligned. (see, Appendix B)

A close analysis of the results of this study indicates that 1. a high degree of communication existed between the novices and mentors during the induction period (first year), and 2. that the mentors were in touch with (knowledgeable about) the novice teacher and their work. Twelve of the 14 areas cited were within two ranks of one another when comparing the two groups' rankings. Two items were three or more ranks apart: Classroom Management, was ranked #5 by the novices and #2 by the mentors, and Personal Financial Problems, were ranked #6 by the novices and # 10 by the mentors. Three of the areas, Amount of Paperwork (#1), Student Involvement (#8), and Peer Acceptance (#14), were identically ranked. It is also worth noting that both groups listed the same problems in the top five areas: (Houston, 1990, p. 4)

TEACHER PERCEPTIONS	MENTOR PERCEPTIONS
1. Amount of paperwork	1. Amount of paperwork
2. Lack of personal time	2. Managing the classroom
3. Lack of materials and equipment	3. Managing teacher time
4. Managing teacher time	4. Lack of personal time
5. Managing the classroom	5. Lack of materials and equipment

Benefits of Effective Induction Programs

Effective teacher induction programs have many common components. A good induction program, when effectively implemented, enhances key aspects of teachers' work. When considering points from practices and research in new teacher induction, the following components emerge:

- *Self Image* as a person and employee;
- *Communication* with all entities; students, staff, administration, parents, and community;
- *Efficacy* as a teacher and role model;
- *Creativity* in teaching strategies, curriculum, and developing programs;
- *Longevity* as an educator; and
- Teaching as a *Profession*.

On a personal level, effective induction programs are beneficial for novice teachers. The personal benefits they derive from this experience serve as lifelong tools to assist novice teachers to more aptly develop into master teachers. These benefits may include: (Loucks, 1993, p. 29)

- A clear sense of expectations for the school and district;
- Fewer discipline problems;
- Smooth assimilation;
- Less apprehension about seeking help from peers;
- A feeling of acceptance; and
- Sense of success.

State-Legislated Developments

How have the states addressed teacher induction from the early 1980's to present? In The Mentor Center, a comprehensive and informative Internet site, Sweeny (1998) has compiled and maintains a detailed report of state teacher induction programs across the United States. This Internet site is continually updated to track state-level mentoring programs and to provide a vast amount of information. Resources on the topic of teacher induction are readily available in a document titled, "What's Happening in Mentoring & Induction in Each of the United States". (Sweeny, 1998)

A chart of Sweeny's (1998) recent report analyzes the patterns in state-wide mentoring and induction programming. (see, Appendix C.) This document presents mentoring as though it is on a continuum in which the assistance of novice teachers is at one end and the evaluation of the novice teachers is at the other end.

Many states employ individuals to continually research and refine their induction and mentoring programs for new teachers. Some of the early changes that Sweeny (1998) traces include: (p.1)

> *(1986)* An Illinois survey was the definitive instrument and found that 17 states had pilot programs underway, 14 states had programs under development, and 20 states had no programs in place or under development.
> *(1987)* By November 1987, one year later, the AACTE survey found that only 3 states did not have a program, at least in the planning process. Several of these did not result in full, state-wide programs. For example, in Illinois a three-year 'pilot' of a few programs resulted, and these ended after the three years when state funding expired.
> *(1988)* By 1988, 15 of the 17 states with induction/mentoring programs incorporated the assessment of beginning teachers for purposes of teacher certification.

As an example, in 1986 the Indiana Department of Education conducted a state-wide needs assessment of K-12 beginning teachers in the state. The assessment found that 26.5% of Indiana's beginning teachers left the profession within their first two years of service. The study also found that 62% of new teachers were leaving the career within five years, resulting in a huge loss of talent and investment in teacher recruitment and training. The national rate of new teacher attrition was about 50% leaving within the first five years. (Summers, 1987) Since that time, the Indiana legislature and Indiana Department of Education has systematically developed a new teacher induction program that has improved teacher retention.

In reviewing more comprehensive documents on Sweeny's (1998) Internet site, the chronology of states' level of involvement in teacher induction programs contained a number of common practices:

- Studies and surveys were conducted to gather information,
- Committees were formed to review pertinent information and make recommendations,
- Legislation was passed supporting or mandating induction programs for teachers,
- A mandated period of induction was established,
- Money was allocated for training of personnel and the implementation of programs,
- State and federal agencies were involved to support induction programs,
- College and university teacher training programs were established to deal with induction,
- Training programs were established for mentors and novice teachers,
- A term of apprenticeship was established for beginning teachers, usually two to four years in length,
- Standards were established for the training and monitoring of beginning teachers,
- Assessments were conducted of beginning teachers to ascertain competencies, and
- Certification and licensing components were identified that involve induction procedures.

Research and Analysis

What practices make up an effective induction process? There are as many programs as there are organizations; however, the uniqueness of each induction program makes summarizing effective practices more nebulous, but best practices do stand out. In addition to state mandates, each school corporation must infuse elements that are appropriate to the specific district and community in its program.

Since no one program is "ideal" for all, four teacher induction models are presented to provide a frame of reference. The first model is from an international study in the induction of school employees. The second model provides a list of suggestions to first-year teachers gleaned from school boards. The third model represents a five-step social-practical process. The fourth model delineates the chronological phases of the teacher induction process.

International

One study by Levy (1987) cites a study that reviewed descriptions of induction in the U.S., United Kingdom, Australia, New Zealand and Germany. Common induction practices that help first-year teachers more effectively assimilate into the school and community culture are identified to include: (p. 4)

1. Provision of printed materials about employment conditions and school regulations,
2. Orientation visits to the school before the start of the year,
3. Granting of release time,
4. Conducting group meetings among beginning teachers for support,
5. Facilitating meetings between experienced teachers and supervisors,
6. Assignment of experienced teachers as mentors,
7. Conducting conferences/workshops on different topics,
8. Reduction of teaching loads,

9. Opportunities to observe other teachers, and
10. Team teaching opportunities.

James Conant

James Conant, as reported by Rebore (1995), offered the following components of an effective induction program: (p. 143)

1. Limit teaching responsibilities,
2. Aid in gathering instructional materials,
3. Identify mentors (working with an experienced teacher),
4. Shift more difficult students (and groups) to more experienced teachers, and
5. Specialize instruction with regard to community, neighborhood and students.

Jon Wiles and Joseph Bondi

The actual induction of new teachers should be an active process implemented at the building level. The induction of the new teachers into the system represents the best overall opportunity to influence subsequent professional behavior. Wiles and Bondi (1991) present a five-step process, listed as tasks, which must all be completed by the inductee in order to direct full attention to the teaching act. This process includes: (p. 227-228)

1. community adjustment,
2. personnel adjustment,
3. system adjustment,
4. personal adjustment, and
5. establishing expectations.

National Association of Secondary School Principals (NASSP)

The NASSP takes yet a different approach to teacher induction by outlining the induction process in four phases (Rebore, 1995, p. 143):

Phase 1: Begins during the summer; concentrates on orienting the new teacher to the school, school district and community.

Phase 2: Occurs during the week before school opens and emphasizes procedures and identifies support personnel.

Phase 3: Spans the first semester and includes daily meetings between the beginning teacher and a cooperating master teacher (mentor).

Phase 4: Encompasses the second semester and emphasizes a theoretical approach that encourages the new teacher to begin evaluating his/her performance and encourages the new teacher to verbalize his/her philosophy of education.

The four examples presented possess common components. Of the four, the NASSP Model represents an effective induction program by condensing many of key induction components into four *chronological phases*. The NASSP program also orders the components sequentially so the steps are organized into a process that can be followed as the new teachers' experience unfolds. From the identified steps one can adjust according to the needs of the particular school system. As with any induction process, school districts must consider the teachers, administrators, parents, and businesses as essential to the development of a program that is unique to the schools and communities in which the individuals must work.

One Administrator's Experience

Though many schools are investing in teacher induction programs today, this has not always been the case. To compare, let us consider the case of a veteran teacher who was not fully satisfied with the induction process. From her own experiences, she has made a difference for new teachers when she was later promoted to an administrative position.

Hazel Loucks started teaching in 1966. As a new teacher she received a warm welcome, followed by a half-day of orientation by the principal. The principal's well-intended, but modest introductions, were the most positive and thorough Loucks received as a teacher over the next 21 years in seven different school districts. This experience and process (or lack thereof) motivated her when she became an administrator to develop a teacher induction program which was based on research in staff development, adult learning and change processes.

Teachers who went through Ms. Loucks' induction process reported that their preparation established "a clear sense of expectations at the district and school levels; few discipline problems; smooth assimilation into the work environment; less apprehension about seeking help from peers; a feeling of acceptance; and a sense of success." (Loucks, 1993, p. 29)

The personal experience of this researcher, as well as those conveyed by colleagues over a 25-year period in public education, reinforces Loucks' messages. Though internal and external influences promote improved induction experiences for new teachers; in reality, teachers today are too often given their work and left to do it . . . without the benefits of a mentor (formally or informally) assigned. All too often it becomes a school-of-hard-knocks approach to the development of one's teaching expertise and professional development.

Summary

The social issues in society today are fluid as the world, through technology, is instantly at our fingertips. The global community of today requires that schools stay one step ahead in order to stay abreast. Smith (1995) wrote, "A country's performance does not begin with its corporations. Rather, it begins in the mind-sets of its people; how people are taught to think, to deal with one another, to work together . . . the race begins in school." (p. 100)

Induction is a cyclical process within a school's culture. The culture serves to induct incoming members in a manner that is perpetuated and is returned back into the culture. As Sergiovani (1995) so aptly stated, "the building of a *culture* that promotes and sustains a given school's conception of success is key." (p. 88) Successful teacher induction programs produce happier and more effective teachers, which benefits students and influences the overall workplace and the community it serves.

New teachers often experience a scaffolding effect, which serves to compound problems and issues. The time spent aiding a new teacher to assimilate into the working culture pays off for everyone from the first day. In sum, three salient points concerning effective teacher induction programs emerge:

First: New teachers' initial experiences can effect their careers by influencing their perception of teaching in their first days on the job. Teachers often function in a professional desert, abandoned by their pre-service institutions and neglected by their school supervisory personnel, who are overburdened with work. (Hall, 1982)

Second: Teaching is unique in some of the challenges it offers new employees. It is one of the few occupations where the beginner becomes fully responsible from the first working day. A beginning teacher usually performs the same tasks as a 25-year veteran (Hall, 1982), which includes accounting and management functions as well. (Levy, 1987)

Third: Schools that offer no, or inferior, induction programs actually help facilitate some teachers leaving the profession early. Potentially capable teachers have given up teaching because their initial experiences were unnecessarily unpleasant and frustrating. This was more likely to occur when an effective induction process does not exist. (Smith, 1992)

Program Needs

There is a need for strong professional development programs during the initial stages of one's teaching experience. Good and effective induction programs pay for themselves many times over. (Gregory, 1998) There are several positive steps that can be taken to design comprehensive induction programs. These include the initial orientation, the selection and training of mentors, a framework for supervision and evaluation, and guidelines for establishing ongoing programs. (Brock, 1997)

The way the mentor's role and the induction process are defined clearly reflects assumptions about teaching, learning, and change. Mentors and all those interested in increasing the effectiveness of their efforts to support novice teachers should reexamine their purposes and the extent to which program methods align with and support those intentions.

As professional educators work to define and establish excellence in mentoring practices and programs, lessons from various induction processes across the nation and beyond must be learned. When the process of inducting new teachers has been collaborative, as noted repeatedly in the research, stake-holders and decision makers come to shared visions of what the goals are and of the best ways to attain them. When collaboration has not occurred, the consensus alone has not allowed them to move ahead.

The central theme presented in this paper is that new teacher induction processes are critically important in the teacher training program for initial and long-term teacher effectiveness and professional growth. States throughout the nation are increasingly involved, through legislation and other mandates, and charged with the responsibilities of helping to ensure the effectiveness of teachers in their schools and the overall effectiveness of their students. As evidenced by specific programs enacted at state levels, effective teacher induction programs are critically important for states, communities, and schools, in working with students to reach their potential.

Induction, in this researcher's mind, cannot be over-emphasized nor ignored if we are to prepare today's youth for the 21st Century. In education, if we as a nation are to survive and continue to lead the world, we make every effort to develop "great teachers". The implementation of effective teacher induction programs will be key ingredients for the success of the teacher and wellbeing of the students.

References

Brock, B. L., & Grady, M. L. (1997). From first-year to first-Rate: Principals guiding beginning teachers, Corwin Press, Thousand Oaks,CA: Corwin Press, 9-11.

Bullough, R. V. Jr., & Baughman, K. (1997). First-year teacher, eight years later; An inquiry into teacher development. New York, NY: Teacher's College Press, 15.

Elrod, W. T., & deGraw, B. (1991). Principals' Perceptions of the Effectiveness of Intern and Non-Intern First-Year Teachers. Contemporary Education, 62 (3). 214.

Gregory, A. (1998). In Through The Out Door? Works Management, 51(2). Findlay Publications, 16-19.

Hall, G. E. (1982). Beginning Teacher Induction: Five Dilemmas. Proceedings from a Public Forum, R& D Report No. 3153, 1-2, 28-30, 85-87.

Loucks, H. E. (1993). Teacher Induction: A Success Story. Principal, 73(1), 27-29.

Houston, W. R. (1990). A Study of the Induction of 300 First-Year Teachers and Their Mentors. Houston Independent School District. Houston, TX, 4-7.

Levy, J. (1987, July). A Study of Beginning Teachers in Virginia. Paper presented at the World Assembly of the International Council on Education for Teaching, Eindhoven, Netherlands.

Mish, F. C. (Ed.). (1986). Webster's Ninth New Collegiate Dictionary. Springfield, MS: Merriam-Webster, Inc.

Rebore, R. (1995). Personnel administration in Education. Needham Heights, MA: Allyn and Bacon, 142-144.

Robbins, P., & Alvy, H. B. (1995). The principal's companion. Thousand Oaks, CA: Corwin Press, 188-189.

Robinson, G., Alka, A., Bock, M., Weaver, A. (1997). New Teacher Orientation & Induction. Unpublished manuscript, Ball State University.

Sergiovanni, T. J. (1995). The principalship. Needham Heights, MA: Allyn and Bacon.

Smith, H. (1995). Rethinking America. New York, NY: Random House, 100.

Smith, C. (Ed.). (1992). Orientation for new adult education staff: Curriculum Guide. System for Adult Basic Education Support, Boston, MA.; World Education, Inc., Boston, MA.

Stein, J. (Ed.) (1966). The Random House Dictionary of the English Language, Unabridged. New York, NY: Random House, Inc.

Summers, J. (1987). Summative Evaluation Report: Project CREDIT. Terre Haute, IN: Indiana State University, School of Education.

Sweeny, B. (1998) What's Happening in Mentoring & Induction in Each of the United States? From The Mentor Center. [On-line]. Available: http://www.teachersmentors.com/Mcenter%20Site/StateList.htm

Sykes, G. (1996). Reform of and as Professional Development. Phi Delta Kappan, 77(7), 466.

Thomson, S. D., (Ed.). (1993). Principals for our changing Schools. Developed by the National Policy Board for Educational Administration. (Available from Technomic Publishing Company, Inc., 851 New Holland Avenue, Box 3535, Lancaster, PA 17604)

Wiles, J., & Bondi, J. (1991). Supervision: A guide to practice. New York, NY: Macmillan. 226-228.

Zepeda, S. J., & Ponticell, J. A. (Spring, 1996). Classroom Climate and First-Year Teachers. Kappa Delta Phi Record. 91-93.

BEST COPY AVAILABLE

Appendix A

Blue Ribbon School District

1234 First Class Drive, Knowledge City, USA

New Employee Orientation/Induction

I. DAY ONE
   A. Induction Day Program (paid stipend) - Central Location
      1. Continental Breakfast
      2. Opening remarks and welcome from Superintendent
      3. Introduction of New Teachers
         a. background information
         b. new positions and locations
      4. Introduction of Teacher Leadership Academy Members
         a. testimonies of humorous teaching moments
         b. new teacher academy overview
            (1) explanation of teacher evaluation
            (2) explanation of workshops/training sessions
      5. Distribution of Curriculum Guides and Other Packets (see part III)
      6. Luncheon at Local Restaurant
         a. introduction of school board members
         b. overview of community by Chamber of Commerce
         c. community bus tour

II. DAY TWO
   A. Induction Day Program (contract day) - building level
      1. Teacher/Mentor information meeting
      2. Staff pitch-in luncheon
      3. Staff meeting and introductions
      4. Classroom preparation

III. DISTRIBUTION OF INFORMATION

A. Packet for New Teachers

1. Teacher Orientation Program
2. Administrative and Staff Personnel Directory
3. Teacher Evaluation Program
4. Professional Development Program
5. Human Relations Policy
6. School Calendar
7. Township Newsletter
8. Employee Benefits Overview
9. Faculty Handbook
10. Student Handbook
11. Master Schedule
12. List of new teachers and building assignments
13. Maps of school district and community
14. List of community and state attractions

B. Other Materials:

1. Faculty Orientation Handbook
2. <u>The First Days of School</u>, by Harry Wong
3. Pamphlet: <u>The Best from the Best. . . Tips for Success</u>
   A handwritten, hand-drawn booklet with graphics and humorous anecdotes, this is a compilation of wisdom, advice, and experiences to help with "First Year" jitters!

Compiled by Andy Alka, Margie Bock, Gary Robinson, and Amy Weaver (1997)

Appendix B

Perceived by First-Year Teachers	Rank
Amount of Paperwork	1
Lack of Personal Time	2
Lack of Adequate Materials and Equipment	3
Managing Teacher Time	4
Managing the Classroom	5
Personal Financial Problems	6
Student Motivation	7
Student Involvement	8
Parent Cooperation	9
Grading Students	10
Burn-out	11
School Administration	12
Lack of Teaching Freedom	13
Peer Acceptance	14

Perceived by Experienced Support Teachers	Rank
Amount of Paperwork	1
Managing the Classroom	2
Managing Teacher Time	3
Lack of Personal Time	4
Lack of Adequate Materials and Equipment	5
Student Motivation	6
Parent Cooperation	7
Student Involvement	8
Grading Students	9
Personal Financial Problems	10
Burn-out	11
Lack of Teaching Freedom	12
School Administration	13
Peer Acceptance	14

Source: "A Study of the Induction of 300 First-Year Teachers and Their Mentors" by Robert W. Houston

Appendix C

The following chart lists the finding of five major surveys of state *new teacher induction* programs nation-wide. These data illustrate the degree to which the picture of state-mandated programs is in flux from year to year. These changes reflect adding or removing funding, program revisions, changes from a pilot to full implementation, and other political and economic issues.
Source: Barry Sweeny, Resources for Staff & Organization Development
26 W 413 Grand Ave. Wheaton, IL 60187 (630) 668-2605
E-mail: bsweeny@kane.k12.il.us

STATE Click on the link to go to detailed info about that state. V	1986 ISBE *I=implement in yr *P=pilot in yr *S=Support, *A=Assess, *S/A= both *For certif? *Length/yrs *State $	1987 ATE *I=implementing *P=piloting *C=Considering *N= Nothing *S=Support, *A=Assess, *S/A= both *For certif? Y/No *Length/yrs *State $ =YES	1992 -Sclan *Beginning Teacher support program approach	1996 -CPRE *Formal state mandated AND funded new teacher induction or mentoring?	1996 - NASDTEC *Mentoring of BT? *State funding?
Alabama		N,	eval.	No	Yes, no $
Alaska		N,	eval.	No	No
Arizona	I 85, S/A, N, ?, $440K	N,	State-funded, optional	No	No
Arkansas		C,	eval.	No	No
California		C,	37 State-funded pilots	Partial, guidelines, no req'mt	Yes, $4.8 M, 30% BT
Colorado		N,	1999 implementation	Pending	For provis. lic. No $
Connecticut		C,	Funds certification mentoring	Yes	Yes, $3 M
Delaware		N,	eval.	Proposed	Yes, pilot, $100K
Dist. of Columbia	I 85, S/A, Y, 1 yr, $1.5M	I, S/A, NO, 1-2, YES	$?, mentor & principal	Yes	Yes, $1,200K
Florida	I 80, S/A, Y, 1 yr, $2.5M	I, S/A, Y, 1 YR, YES	$?, mentor, considering PD schools	Partial	Yes, $3.4 staff dev & MT

BEST COPY AVAILABLE

Georgia	I 86, S, Y, 3 yr, $1M	I, S/A, Y, 1-3 YRS, YES	1990 dropped BT performance eval. for certif., 1991$?, eval.	Yes	Yes, $33M staff dev. MT
Hawaii		N,	$?, BT mentor pilots	No	Guarantee support unsatisf. grads of U. of H.
Idaho		N,	State $, mentor all BT	No	No
Illinois		C,	State $ for mentor pilots	No	No
Indiana		C,	$?, mentor	Yes	Yes, $1.5M
Iowa		N,	No state $, eval of BT	No	No
Kansas	P 85, Remedial, Y, 1 yr, $241K	P, S/A, Y, 1 YR, YES, expect 1989 implem.	Ks. Internship Plan, no $	Piloting	No
Kentucky	I 85, S/A, Y, 2 yrs, $1.25M	I, S/A, Y, 1-2 YRS, YES	State induction, M team support & eval.	Yes	Yes, $3.3M
Louisiana		N,	1990 dropped BT performance eval. Plan to pilot revised internship	Yes	Yes, $3.8M
Maine	P 84, S/A, Y, 2 yrs, ?	P, S, Y, 2 YRS, expect 1988 implem.	State induction, M support	No	Yes, no $
Maryland		C,	Fund 5 induction pilots	No	No
Massachusetts		C,	Considering induction	No	Yes if poor eval.
Michigan		N,	Considering induction	Partial	No
Minnesota		N,	Creating internship year	Yes	No
Mississippi	I 86, A, Y, 3 yrs, $300K	I, S/A, Y, 1-3 YRS, YES	Mandated BT support	No	Yes, $20K, rest local
Missouri	I 85, S/A, Y, $0	I, A, N, ?, NO $	Voluntary mentoring	Partial	Yes, guidelines, no $

BEST COPY AVAILABLE

Montana		N,	Funded mentor pilot	Proposed	No
Nebraska		C,	3 yr plan cut, no funds	No	No
Nevada		N,	1986 state BT internship request of legisl., no $	No	No
New Hampshire		N,	4 pilots in 1990-91	No	Yes, pilot, $20K, 30% BT
New Jersey		N,		No	Yes, for alt certif., yes
New Mexico		C,	State has 4 induction models, requires support until "competent"	No	Yes, no $
New York		C,	State funds 77 of 700 district mentor programs	No	No
North Carolina	I 85, S, Y, ?, $150K	I, S/A, Y, 2-5 YRS, YES	Req'd mentoring for certif.	Proposed	Yes, no $
North Dakota		C, S/A, Y, 1-2 YRS, YES	Developing a mentoring model	No	Univ. encour'd to help BT
Ohio		C,	$2.5M for mentor support	Proposed	Yes, pilot grants
Oklahoma	I 82, A, Y, 2 yrs, $1.01M	I,	M team eval. & assist.	No	Yes, $1.02M
Oregon		C,	Voluntary assist, some state $	No	No
Pennsylvania	P 85, S, Y, ?, $0	P, S, Y, 1 YR, NO $, expect 1987 implem.	State induction, no $	No	Yes, no $
Rhode Island		N,	No	No	No
South Carolina	I 82, A, Y, 2yrs, $385K	I, A, Y, 1-2 YRS, YES	Internship, eval., considering PD schools	No	Yes, $560K
South Dakota	I 86, S/A, Y, 1 yr, $100K	I, S/A, Y. 1-2 YRS, YES	State induction repealed	No	No
Tennessee		C,	Mentors, career ladder, developing a state program	No	Seeking funds

BEST COPY AVAILABLE

Texas		N,	Mentor pilot in 1988-89, implement in 1991	Partial	New law req. mentor
Utah		C,	State induction, assess & assist via univ., no $	No	Yes, $87K
Vermont		N,	Considering BT internship w support & assessm't	No	No
Virginia	I 85, S/A, Y, 2 yrs, $1.2M	I, A, Y, 6 MO-2YRS, YES	State BT eval. progr. rescinded 1991, mentoring pilots in 1992	Partial	No
Washington	P 85, S, N, 1 yr, $1.5M	P, S, Y, 1 YR. -, $1.5M	State mentoring program pilots	Yes	Yes, $ vary ea. yr. 60-80% of BT
West Virginia		P, S, NO, 3 YRS, expect 1988 implem.	Counties orient, state BT assist & assess	Partial	Yes, $220K
Wisconsin	P 84, S, Y, 2 yrs, $3M	P, S/A, Y, 1-2 YRS, expect 1988 implem.	BT assist pilots 1985-88, guide lines, no $	No	Guide lines, no state $
Wyoming		N,	Considering induction/internship	No	No

Sources of the above information:

1986 - "Final Report for Initial Year of Teaching Survey". (1986). Eastern Illinois University, Charleston, Illinois, for the Illinois State Board of Education (ISBE).

1987- Hawk,P.O. & Robards, S. (1987). "State-Wide Teacher Induction Programs", in Brooks, DM (ed) Teacher Induction: A New Beginning. National Commission on the Teacher Induction Process, Assn. of Teacher Educators, Reston, Va. (ATE)

1992 -Sclan, E. & Darling-Hammond, L. "Beginning Teacher Performance Evaluation: Overview of State Policies". (1991 data) ERIC Clearinghouse on Teacher Educ.

1996 -Consortium for Policy Rsrch in Ed. U. of Pa. "State mandated & funded new teacher formal induction or mentoring" (CPRE)

1996 - National Assn. of State Directors of Teacher Education & Certification "Manual on Certification" (NASDTEC)

BEST COPY AVAILABLE